



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3437 Jamaica Blvd. So., Lake Havasu City, AZ 86406

Lake Havasu Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Highly Performing
2004-05 Highly Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Paula Levensailor Ed.S.
Schedule : 07:00 AM to 03:30 PM
Grades : K-5
Web Address : www.havasu.k12.az.us/jamaica/
Phone Number : (928) 854-8660
Fax Number : (928) 854-8661
E-mail : plevensailor@havasu.k12.az.us

Mission

Jamaica provides a safe and structured environment where children learn. Our programs help students to become well-rounded individuals who will contribute positively to society. Students will look back and see the difference being at Jamaica made.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Every classroom teacher will devote time to direct and explicit reading instruction. Every teacher will demonstrate I DO WE DO YOU DO. There will be implementation of the 90 minute reading block and the 3 tiers of intervention.
- ü Teachers will continue to use DIBELS data and GALILEO data to conduct team meetings and plan for instruction based on that data.
- ü Every teacher will post the goal of every lesson in student- friendly language. Students will understand what is expected of them to be able to do in order to demonstrate mastery
- ü Every teacher will devote time to mastering the teaching of 6 trait writing and will provide 6 trait writing practice for students all year in every content area. There will be monthly trainings and the use of the Write Source Kits.

Enrollment

October 1, 2005 School Year Student Enrollment : 510
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 7

Instructional Programs

- Ü Six Trait Writing
- Ü Special Education/Inclusion
- Ü Houghton-Mifflin Core Reading Program
- Ü Saxon Math
- Ü Accelerated Reader
- Ü Accelerated Math
- Ü Intensive Phonics
- Ü Read Naturally (fluency program)

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/7/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Jamaica Elementary is responsible for providing a safe, pleasant, and caring environment for students; soliciting parent input; offering parent meetings/functions; good communication with parents; and respect for cultural differences of families.

Parents

Parents know rules of the school; encourage children to follow them; to provide support to children for homework; to communicate with the classroom teacher; to model positive attitudes toward school; to sign required forms and attend school events.

Transportation Policy

Elementary students are driven to school by parents, ride bikes, walk, or use city transit. The district does not provide buses for elementary students unless they are special needs/handicapped students.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Western Welcome Unsung Hero Award to Parent Volunteer	2001
Ü Chancellor's Award for Top State Science Fair Winner	2004
Ü DARE Essay Overall Fifth Grade Winner	2003
Ü Wal-Mart's Teacher of the Year	2003

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	501	80010	99	100	99	463	455	447	4	6	10	10	15	18	59	59	53	27	20	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	242	38935	97	100	99	467	456	447	NA	5	9	11	13	19	59	62	55	30	20	17
Male	44	259	40974	100	100	98	459	453	448	7	6	11	9	17	18	59	57	52	25	20	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	NC	112	34545	NC	100	99	NC	438	432	NC	12	14	NC	21	24	NC	58	53	NC	9	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	--	NC	3979	--	NC	96	--	NC	424	--	NC	17	--	NC	30	--	NC	47	--	NC	6
White	70	372	35142	99	100	99	464	460	465	1	3	5	11	13	11	60	60	56	27	23	28
Students with Disabilities	NC	72	10161	NC	100	93	NC	417	419	NC	24	28	NC	38	28	NC	35	36	NC	4	8
Students without Disabilities	72	429	69849	99	100	100	470	461	451	NA	3	7	7	12	17	63	63	56	31	23	19
Limited English Proficient Students	NC	28	14013	NC	100	97	NC	399	413	NC	43	24	NC	32	34	NC	25	39	NC	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	12	88	39029	100	100	98	459	448	432	NA	5	14	17	26	25	58	51	52	25	18	9
Non-Economically Disadvantaged	69	413	40981	99	100	100	463	456	462	4	6	6	9	13	13	59	61	54	28	20	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	502	79438	100	100	98	467	463	451	2	5	9	17	18	24	67	64	56	13	13	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	243	38775	100	100	99	482	474	457	NA	3	7	8	13	22	71	66	58	21	19	13
Male	44	259	40560	100	100	97	454	454	446	5	7	12	25	22	25	64	63	54	7	8	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	NC	112	34297	NC	100	98	NC	444	434	NC	13	14	NC	20	31	NC	63	50	NC	4	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	--	NC	3940	--	NC	95	--	NC	429	--	NC	14	--	NC	36	--	NC	47	--	NC	3
White	71	373	34887	100	100	98	469	470	471	1	3	4	17	17	15	66	65	63	15	16	18
Students with Disabilities	NC	72	9588	NC	100	88	NC	410	416	NC	26	30	NC	43	32	NC	26	34	NC	4	5
Students without Disabilities	73	430	69850	100	100	100	475	472	456	NA	2	7	12	13	23	73	70	59	15	15	12
Limited English Proficient Students	NC	28	13856	NC	100	96	NC	399	407	NC	43	27	NC	32	43	NC	25	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	12	88	38685	100	100	97	454	453	435	NA	8	14	33	23	32	58	61	50	8	8	5
Non-Economically Disadvantaged	70	414	40753	100	100	99	469	466	467	3	5	5	14	16	16	69	65	62	14	14	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	501	79971	99	100	99	432	419	423	NA	6	8	56	50	41	40	42	49	5	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	241	38974	97	99	99	450	434	437	NA	4	5	43	41	33	46	50	57	11	5	4
Male	44	260	40895	100	100	98	417	406	410	NA	8	10	66	58	47	34	34	41	NA	0	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	NC	113	34481	NC	100	99	NC	410	410	NC	8	10	NC	51	46	NC	40	43	NC	1	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	--	NC	3995	--	NC	96	--	NC	409	--	NC	10	--	NC	47	--	NC	42	--	NC	1
White	70	371	35150	99	100	99	434	423	437	NA	5	5	54	50	35	40	42	56	6	3	5
Students with Disabilities	NC	71	10258	NC	99	94	NC	368	377	NC	25	23	NC	66	51	NC	8	25	NC	NA	1
Students without Disabilities	72	430	69713	99	100	100	436	428	429	NA	3	5	51	47	39	43	47	52	6	3	3
Limited English Proficient Students	NC	28	13985	NC	100	97	NC	363	382	NC	25	18	NC	57	54	NC	18	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	12	88	38994	100	100	98	429	413	409	NA	7	10	42	49	47	58	43	41	NA	1	1
Non-Economically Disadvantaged	69	413	40977	99	100	100	433	421	437	NA	6	5	58	50	34	36	41	56	6	3	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	518	80147	99	99	99	519	502	482	1	4	11	3	11	17	47	49	49	49	36	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	278	39281	100	99	99	519	501	483	2	5	9	5	9	17	42	51	50	52	35	24
Male	38	240	40780	97	100	98	520	502	482	NA	3	12	NA	14	17	55	47	48	45	37	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	NC	116	33494	NC	98	99	NC	490	466	NC	6	15	NC	16	23	NC	52	49	NC	26	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	92	390	36122	99	100	99	521	505	501	1	3	5	2	10	10	46	48	50	51	39	35
Students with Disabilities	NC	76	10295	NC	99	92	NC	457	443	NC	22	33	NC	26	26	NC	38	33	NC	13	8
Students without Disabilities	96	442	69852	100	100	100	523	508	488	1	1	7	2	9	16	45	51	51	52	40	26
Limited English Proficient Students	NC	40	12722	NC	100	97	NC	453	441	NC	18	27	NC	33	33	NC	43	37	NC	8	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	16	78	38371	100	98	97	502	489	465	6	8	15	NA	13	23	63	54	49	31	26	13
Non-Economically Disadvantaged	88	440	41776	99	100	100	522	504	498	NA	3	6	3	11	11	44	48	49	52	38	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	518	79686	99	99	98	499	486	470	4	6	11	5	12	24	72	71	57	19	10	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	278	39163	100	99	99	504	491	475	3	5	9	3	10	22	73	76	60	21	9	10
Male	38	240	40438	97	100	97	490	480	465	5	8	13	8	15	25	71	66	54	16	11	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	NC	116	33299	NC	98	98	NC	468	452	NC	12	17	NC	21	32	NC	61	47	NC	6	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	92	390	35914	99	100	98	501	491	489	3	5	5	5	10	15	70	74	67	22	12	14
Students with Disabilities	NC	76	9808	NC	99	87	NC	437	432	NC	37	35	NC	24	32	NC	37	30	NC	3	3
Students without Disabilities	96	442	69878	100	100	100	505	493	475	NA	1	8	4	10	23	75	77	61	21	11	9
Limited English Proficient Students	NC	40	12594	NC	100	96	NC	425	422	NC	35	34	NC	35	45	NC	30	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	16	78	38095	100	98	97	477	469	452	6	6	17	13	23	32	81	69	48	NA	1	3
Non-Economically Disadvantaged	88	440	41591	99	100	99	503	489	486	3	6	6	3	10	16	70	72	65	23	12	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	517	80372	99	99	99	510	482	475	NA	4	4	18	26	30	74	67	64	8	3	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	276	39452	100	98	99	523	494	488	NA	3	3	11	17	22	80	77	72	9	3	3
Male	38	241	40836	97	100	98	487	468	464	NA	5	6	32	36	37	63	56	56	5	2	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	NC	115	33608	NC	97	99	NC	469	462	NC	5	6	NC	30	36	NC	64	57	NC	1	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	92	390	36213	99	100	99	511	485	489	NA	4	2	18	25	22	73	68	72	9	3	3
Students with Disabilities	NC	76	10526	NC	99	94	NC	437	427	NC	12	15	NC	55	53	NC	33	31	NC	NA	1
Students without Disabilities	96	441	69846	100	99	100	517	489	482	NA	3	3	11	21	26	80	73	69	8	3	2
Limited English Proficient Students	NC	38	12747	NC	95	97	NC	425	432	NC	16	12	NC	47	52	NC	37	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	16	77	38521	100	96	98	498	475	461	NA	5	6	25	31	38	75	64	55	NA	NA	1
Non-Economically Disadvantaged	88	440	41851	99	100	100	512	483	489	NA	4	3	17	25	22	74	68	72	9	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	535	79306	98	99	99	506	511	504	4	7	13	18	16	20	67	58	49	12	19	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	261	38845	98	99	99	508	510	505	7	7	11	16	15	20	60	60	50	16	18	18
Male	35	274	40383	97	100	98	504	512	504	NA	8	14	20	17	19	74	57	47	6	19	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	10	116	32673	100	98	99	NA	492	487	NA	14	18	NA	28	25	NA	50	46	NA	9	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	--	NC	4034	--	NC	97	--	NC	479	--	NC	22	--	NC	29	--	NC	43	--	NC	7
White	65	403	36234	97	100	99	509	517	523	5	5	6	12	12	13	71	61	52	12	21	28
Students with Disabilities	13	87	10286	100	97	91	486	470	462	8	22	41	31	40	27	62	38	27	NA	NA	5
Students without Disabilities	65	448	69020	97	100	100	510	518	510	3	4	9	15	11	18	68	62	52	14	22	21
Limited English Proficient Students	NC	34	10291	NC	97	96	NC	461	458	NC	29	38	NC	44	34	NC	24	26	NC	3	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	14	72	37437	88	94	97	488	489	486	NA	11	19	43	29	26	57	54	46	NA	6	9
Non-Economically Disadvantaged	64	463	41869	100	100	100	510	514	521	5	6	7	13	14	14	69	59	51	14	21	27

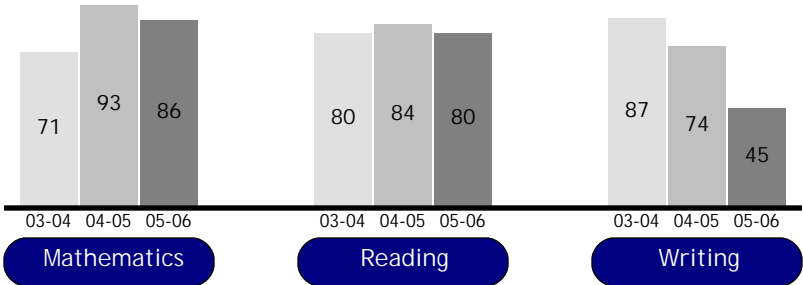
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	536	79000	99	100	98	505	501	489	1	5	10	19	18	24	68	66	58	11	10	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	262	38774	100	100	99	514	506	494	2	4	7	14	15	22	66	69	61	18	12	10
Male	35	274	40150	97	100	98	493	496	485	NA	7	12	26	22	25	71	62	55	3	9	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	10	116	32508	100	98	98	NA	478	472	NA	14	15	NA	29	33	NA	52	49	NA	5	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	--	NC	4016	--	NC	96	--	NC	467	--	NC	14	--	NC	37	--	NC	46	--	NC	2
White	66	404	36135	99	100	98	506	508	508	2	3	4	20	15	14	67	71	67	12	12	15
Students with Disabilities	13	87	9991	100	97	88	457	454	449	8	20	33	62	47	36	31	33	29	NA	NA	2
Students without Disabilities	66	449	69009	99	100	100	514	510	495	NA	2	6	11	13	22	76	72	62	14	12	10
Limited English Proficient Students	NC	34	10199	NC	97	95	NC	438	439	NC	35	35	NC	47	47	NC	18	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	15	73	37234	94	95	97	485	484	472	NA	7	15	40	32	33	60	59	50	NA	3	3
Non-Economically Disadvantaged	64	463	41766	100	100	99	509	504	505	2	5	5	14	16	16	70	67	65	14	12	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	538	79611	99	100	99	498	494	496	1	5	7	47	43	37	52	52	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	264	39016	100	100	99	517	509	511	NA	2	4	27	34	29	73	63	66	NA	1	1
Male	35	274	40519	97	100	98	474	478	482	3	7	10	71	51	44	26	42	46	NA	NA	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	10	116	32855	100	98	99	NA	474	481	NA	12	10	NA	41	43	NA	47	47	NA	NA	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	--	NC	3992	--	NC	96	--	NC	478	--	NC	10	--	NC	46	--	NC	44	--	NC	0
White	66	406	36380	99	100	99	497	500	511	2	2	4	47	43	30	52	54	65	NA	0	1
Students with Disabilities	13	87	10664	100	97	94	463	438	440	NA	15	23	85	66	54	15	20	22	NA	NA	1
Students without Disabilities	66	451	68947	99	100	100	505	504	504	2	3	4	39	38	34	59	59	61	NA	0	1
Limited English Proficient Students	NC	34	10362	NC	97	97	NC	435	438	NC	21	22	NC	53	57	NC	26	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	15	73	37626	94	95	98	469	483	479	NA	4	10	73	51	45	27	45	45	NA	NA	0
Non-Economically Disadvantaged	64	465	41985	100	100	100	505	495	511	2	5	4	41	42	30	58	53	65	NA	0	1

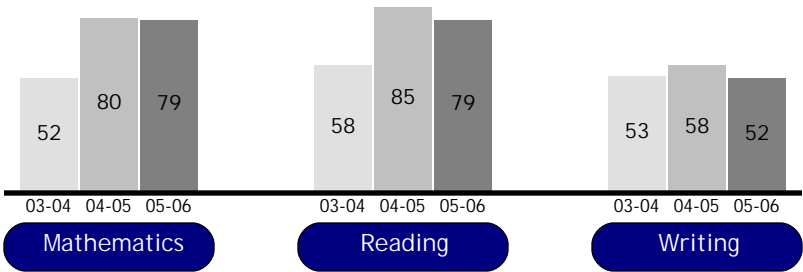
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	72	NA	58	100	60	56	47	100	68	59	46
	Language	100	77	63	50	100	64	58	47	100	73	65	48
	Mathematics	100	80	73	64	100	61	56	50	100	67	61	52
3	Reading	98	64	NA	55	99	59	51	44	100	54	54	46
	Language	98	71	71	61	99	65	52	44	100	58	54	46
	Mathematics	98	68	69	61	99	62	55	51	100	63	58	52
4	Reading	100	72	NA	56	99	63	56	48	99	68	61	52
	Language	100	72	65	52	99	67	59	49	99	73	63	52
	Mathematics	100	77	71	61	99	67	62	53	99	80	70	58
5	Reading	99	66	NA	55	100	59	58	50	99	63	61	56
	Language	99	63	63	49	100	63	59	50	99	65	61	54
	Mathematics	99	65	72	63	100	57	57	49	99	58	58	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Jamaica Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Assist in Goal Setting
- Ü Assist in Long-range Planning
- Ü Assess Physical Needs of School
- Ü Assist in Developing Partnerships
- Ü School Improvement/School Climate
- Ü School Safety Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	28.00
Other Professional Staff	4.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	1	0	0
4 to 6 years	2	0	0	0
7 to 9 years	12	3	0	0
10 or more years	1	6	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	27
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Library
- Ü Computer Lab

Extracurricular Activities

- Ü Student Council
- Ü Big Brothers Big Sisters Site Based Prog
- Ü Crocodile Reading Club
- Ü Homework Club
- Ü After School Tutoring

Social Services

- Ü Parks & Recreation Programs
- Ü Interagency
- Ü Havasu For Youth Programs
- Ü Hospice of Havasu
- Ü LHC Abuse Prevention Council
- Ü Child Protective Services
- Ü Lake Havasu Police Department
- Ü Humane Education

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- Ü Jamaica successfully implemented and piloted for the district an anti-bullying curriculum at each grade level. A new peer mediation program was also put into effect.
- Ü Jamaica finished a comprehensive written technology plan for the entire school with specific grade level performance objectives, implementation guidelines, and assessments.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	88	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Character Education; DARE, GREAT, Second Step Anti-Bullying Program, Peer Mediation; other police and fire safety programs, common schoolwide rules, school spirit and sense of pride; positive climate in a structured and safe learning environment.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Lenora Stevens	(928) 854-8660
Transportation Policy	Ron Nelson	(928) 855-8279
Community Resources	Gail Malay	(928) 855-2737
School Nutrition Programs	Leslie Jacobs	(928) 854-8660
Parent Organization	Jennifer Russell	(928) 854-8660
Student Health/Nurse	Lynn Burns	(928) 854-8660

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.